ONTARIO LEADERSHIP STRATEGY

Mentoring for Newly Appointed School Leaders

2010

reach every student

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Une publication équivalente est disponible en français sous le titre suivant : *Mentorat pour les leaders scolaires nouvellement nommés : Guide des exigences, 2010.*

This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca.

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1 Introduction

1.1 The Purpose of This Manual

The purpose of this manual is to support school boards in their implementation of mentoring for newly appointed school leaders. This manual sets out the requirements that boards will have in place in order to offer high-quality mentoring and provides tips on effective practices. Boards must meet the requirements in order to receive funding as part of the board leadership development strategy (BLDS) in 2010–11.

This manual supersedes *School Board Guideline for Implementation of Mentoring for Newly Appointed School Leaders, Version 2, August 2009*.

Resources such as the document *Supporting Effective School Leadership: A Handbook for Implementing Mentoring for Newly Appointed School Leaders in Ontario* (March 2009) and information about mentoring workshops and programs are available through the following principal association partners:

- Ontario Principals' Council (OPC), at www.principals.on.ca
- Catholic Principals' Council of Ontario (CPCO), at www.cpco.on.ca
- Association des directions et directions adjointes des écoles franco-ontariennes (ADFO), at www.adfo.org

In 2010–11, school boards are required to implement mentoring as part of the board leadership development strategy (BLDS). This manual, as well as *Board Leadership Development Strategy: Requirements Manual, 2010* and additional resources, is available on the Ministry of Education's website, at www.ontario.ca/eduleadership.

1.2 Background: Leadership in Ontario Schools

The Ontario education system is focused on three core priorities, as set out in *Reach Every Student: Energizing Ontario Education* (2008):

- high levels of student achievement
- reduced gaps in student achievement
- increased public confidence in publicly funded education

Reach Every Student: Energizing Ontario Education identified school leadership as a supporting condition for meeting these three core priorities. Research shows that school leadership is second only to teaching in its impact on student learning. Principals and vice-principals play a critical role in focusing decisions and actions on improving student achievement and well-being. They set directions, build relationships, develop people and the organization, lead the instructional program, and secure accountability. Their effectiveness as leaders is critical to the success and sustainability of system-wide improvement. School leadership matters.

1.3 Context: The Ontario Leadership Strategy

To foster strong leadership, the government launched the Ontario Leadership Strategy (OLS). The OLS is a comprehensive plan of action aimed at attracting and developing skilled and passionate school and system leaders. The strategy promotes a collaborative approach through which schools, districts, education partners, and the ministry work in partnership to support student achievement and well-being. Launched in 2008–09, the strategy has evolved and will continue to be refined through ongoing research and consultation. The OLS is supported by the Ontario Leadership Framework (OLF), which identifies effective practices, including the five Core Leadership Capacities (CLCs) (see page 5). More information on the Ontario Leadership Strategy is provided on the Ministry of Education website, at www.ontario.ca/eduleadership.

As part of the OLS in 2010–11, boards are required to develop a board leadership development strategy (BLDS) that fosters high-quality leadership throughout the board. The BLDS focuses on improving student achievement and well-being through effective leadership, and it supports the alignment of leadership development initiatives, including *mentoring for newly appointed school and system leaders* and *principal/vice-principal performance appraisal* (PPA).

The Ontario Leadership Framework (OLF) provides the underpinnings for the mentoring of newly appointed school leaders and identifies effective practices and competencies, skills, knowledge, and attitudes of successful educational leaders. The OLF is based on research by world-recognized experts in leadership and extensive consultation with educators across Ontario. The OLF provides a resource to help school and system leaders identify practices and competencies for building expertise in relation to a wide range of leadership capacities.

The Core Leadership Capacities (CLCs) are derived from the OLF and can be used as a focus for leadership development in the context of the OLF. The CLCs are as follows:

- setting goals
- aligning resources with priorities
- promoting collaborative learning cultures
- using data
- engaging in courageous conversations

The ministry has made a commitment to these CLCs as a focus of ministry-sponsored professional learning and resources. School and system leaders use the OLF as a source for practices and competencies, including those related to the five CLCs, that will be their focus for developing expertise. As contexts change and expertise grows, leaders identify new areas for development with respect to the OLF, including the five CLCs. In this way, they continuously improve their practice. More information on the OLF, including the five CLCs, is provided on the Ministry of Education website, at www.edu.gov.on.ca/eng/policyfunding/leadership/IdeasIntoAction.html.

1.4 Mentoring for Newly Appointed School Leaders

Mentoring for newly appointed school leaders directly supports the two goals of the Ontario Leadership Strategy, which are:

- to attract the right people to the principalship;
- to help principals and vice-principals develop into the best possible instructional leaders.

In place for three years, monitoring and evaluation of the mentoring initiative have confirmed the multiple benefits of mentoring among mentees, mentors, and the education system.

Mentees benefit from support in learning the new leadership role and from opportunities for professional reflection to guide goal setting. They develop increased confidence in their work and achieve growth and development goals identified in their learning plan.

Mentoring also provides a tremendous professional development opportunity for experienced school leaders. Experienced school leaders receive support and resources to become effective mentors and to continue developing their own leadership competencies.

Schools, school boards, and the ministry benefit from improved performance of new school leaders, increased capacity building across the system, increased student achievement, and support for system priorities. Most importantly, students benefit from strong and effective school leaders.

1.5 Research Foundations

The provincial approach to mentoring for newly appointed school leaders is based on research, effective practices in Ontario and other jurisdictions, the design of the mentoring element of the New Teacher Induction Program (NTIP), the results of a mentoring pilot for newly appointed school and system leaders in 2007–08, and two years of province-wide implementation (2008–10).

Steve Munby, Chief Executive of the National College for Leadership of Schools and Children's Services in the United Kingdom, insists that developing skills and behaviours must take place in the context of practical settings because people learn best and most powerfully in a real job setting. According to Munby, 30 per cent of leadership development should be done through course work and 70 per cent through learning on the job. He maintains that leaders are developed by exposing them to opportunities to visit other places and see other practices. In order to learn on the job and be exposed to outstanding practice, "access to coaching and mentoring from credible peers" is needed.[1]

1. Ministry of Education, *In Conversation*, Fall 2009, vol. 2, issue 1, "The Authentic Leader: An Interview with Steve Munby", www.edu.gov.on.ca/eng/policyfunding/leadership/Authentic_LeaderFall09.pdf, pp. 5–6.

2 *Mentoring and Leadership*

2.1 Why Mentoring?

School leaders have a primary role in setting the vision and working in partnership with staff, students, parents, and the community to focus on student achievement and well-being. They serve as role models and community leaders, leading schools towards excellence through collaborative goal-setting and fostering collaborative learning cultures. They guide improvements in instruction by gathering and analysing data effectively and inspiring staff to seek opportunities for continuous professional growth and development. School leaders oversee school operations and align resources to match priorities, and they partner with parents to help students achieve their best. To succeed in this important and complex role, principals and vice-principals require a network of supports ranging from peer support to professional learning opportunities offered through the ministry, school boards, and principal associations.

The first two years in a school leadership role are both rewarding and challenging. Newly appointed principals and vice-principals are making the transition to the role, enhancing their leadership practices and competencies, and building relationships with the school community, and at the same time implementing key school, board, and provincial priorities.

Mentoring is a powerful stimulus for the professional learning of new leaders. At its heart, mentoring provides support tailored to the unique role of newly appointed school leaders so they can be successful in this important stage of their leadership career. In the face of multiple demands and priorities, mentoring can accelerate learning, reduce isolation, and increase the confidence and skill of newly appointed school leaders.

2.2 Fostering a Collaborative Learning Culture Through Mentoring

Collaborative learning cultures in schools and boards are characterized by educators' learning from each other as they work together with a common focus on improved student achievement and well-being. Mentoring can foster a collaborative learning culture within schools and school boards by building capacity for the skills and approaches that contribute to shared learning and professional dialogue. A number of current provincial initiatives have a mentoring and/or coaching component – for example, mentoring for literacy coaches, mentoring for Student Success leaders, and the mentoring component of the New Teacher Induction Program (NTIP). Additional mentoring support for some newly appointed secondary school leaders is provided through the Student Success/Learning to 18 Strategy. This initiative offers differentiated support to some school boards and is targeted to schools where support for the principal as the instructional leader will lead to better outcomes – that is, graduation from high school – for students who are capable of graduating, but not on track to do so. The principals of these selected schools are supported by a former secondary school administrator who will coach and guide them through the implementation of the initiative and support the focus on closing the gaps and improving student achievement.

Board leaders and steering committees are encouraged to consider using mentoring resources and opportunities from one initiative to support other initiatives. Some examples of collaboration efforts within schools and boards are the following:

- offering joint mentor training or workshops on specific issues, such as teacher performance appraisal (TPA), to NTIP teacher mentors, literacy and numeracy coaches, principal mentors, and others, as appropriate
- inviting others who work directly with new or experienced teachers over the course of a day, week, month, or year to participate in NTIP mentor training and/or principal mentor training in order to learn complementary skills and approaches and to develop a common language
- encouraging school leader mentors and mentees to work with teacher mentors or coaches to share their knowledge of a range of mentoring approaches with other staff and to guide them in adopting these approaches when working with students, parents, and each other
- supporting superintendents in applying mentoring skills when collaborating with principals as part of the principal/vice-principal performance appraisal (PPA) process
- equipping all principals with mentoring skills to support teacher and vice-principal professional growth and learning as part of teacher performance appraisal (TPA) and principal/vice-principal performance appraisal (PPA)

2.3 Mentoring Approaches

Mentoring is an iterative process and is modified to meet the changing needs of the newly appointed school leader. The following possible approaches are intended to assist boards as they implement *mentoring for newly appointed school leaders*.

Mentoring usually refers to non-evaluative relationships maintained over time between a newer and a more experienced professional, and is often offered to an individual who is new to a position. The focus is the professional learning needs of the mentee. The mentor uses questioning and feedback techniques in the context of a trusting relationship and a learning plan that is developed by the mentor and mentee together.

Coaching generally refers to a short-term relationship involving conversations that support job-embedded learning. The goal is set largely by the person being coached and typically has specific outcomes, such as enhancing performance, reflecting on practice, or examining and solving a problem.

Consulting involves one or more individuals who provide expert information, resources, and guidance to others based on the specific knowledge or skills of the consultant(s).

Collaborating is the equitable and collegial process of working together to identify and achieve goals.

Facilitation processes strategically support groups to achieve their goals.

It is important that the mentor and mentee establish protocols for confidentiality and for working together at the beginning of the mentoring process. Throughout the mentoring process, mentors who have learned the necessary skills will be able to adopt a range of approaches in response to individual mentee situations, learning needs, and contexts. For example, a mentor may at times provide expertise (consult), plan with the mentee (collaborate), or support the mentee to reflect on and refine skills (coach).

Mentoring is enhanced by a menu of other professional learning opportunities on topics of need and interest that can be experienced by mentees either on their own or with their mentors. Mutual learning opportunities for mentors and mentees help to provide focus for the mentoring process. Mentors are encouraged to refer to various resource materials that are available on the ministry's website, at www.ontario.ca/eduleadership. Some examples are the PPA resources *Conversation Starters* and *Examples of Completed Forms*, as well as *Ideas Into Action* and *In Conversation*.

3 *Requirements*

3.1 Overview

In 2010–11 school boards receive one funding allocation for the implementation of a board leadership development strategy (BLDS). As part of the BLDS, boards will provide mentoring to all newly appointed principals and vice-principals in their first and second years in their role. Funding includes a base allocation and a proportional amount based on the number of administrators, including vice-principals, principals, supervisory officers, and the director of education in the board. Boards must meet the following mentoring requirements in order to receive this funding as part of the BLDS in 2010–11.

Each board will have an implementation plan in place, which is to be based on the implementation continuum provided in Appendix B to this manual. The implementation plan will include the following minimum requirements:

- Provide mentoring to all eligible newly appointed school leaders.
- Include the mentoring lead as a member of the board leadership development strategy (BLDS) steering committee.
- Identify at least one mentoring goal that aligns with the board strategic plan and/or the board improvement plan for student achievement.
- Establish operational parameters.
- Recruit and select mentors.
- Establish a transparent mentor/mentee matching process.
- Establish and communicate the roles and responsibilities of the mentor and mentee.

- Develop a process for the initial and ongoing assessment of mentee learning needs.
- Provide a joint mentor/mentee orientation.
- Provide high-quality mentor training.
- Offer ongoing professional learning and resources to mentors and mentees.
- Develop a learning plan that mentors and mentees use to focus the mentoring interactions.
- Provide an exit process.
- Conduct ongoing monitoring and evaluation of the board mentoring program.
- Meet all ministry reporting requirements outlined in section 4 of this manual.

In particular, critical components of a successful mentoring program are high-quality mentor training and identification of learning goals and objectives that are key components of the shared learning plan.

Boards have the flexibility to customize the mentoring requirements outlined in this manual to reflect local circumstances. They may also establish additional requirements that reflect their unique needs.

Effective Practice

Refer to the ministry's leadership website for additional resources to guide the planning, implementation, and monitoring of mentoring: www.ontario.ca/eduleadership.

Further resources, workshops, and programs are also available through the Ontario Principals' Council (OPC), the Catholic Principals' Council of Ontario (CPCO), and the Association des directions et directions adjointes des écoles franco-ontariennes (ADFO).

3.2 Eligible Newly Appointed School Leaders

Mentoring is designed for all newly appointed principals and vice-principals in their first and second years in the role. This includes principals and vice-principals who have teaching responsibilities and, at the board's discretion, those who are in "acting" positions. Newly appointed principals who received mentoring in their role as a vice-principal are eligible to receive mentoring again in their first and second years as a principal.

3.3 Identification of Mentoring Goals

The board leadership development strategy (BLDS) will include one clearly articulated goal related to mentoring for newly appointed school leaders that is linked with the board strategic plan and/or the board improvement plan for student achievement. For more information, refer to the Board Leadership Development Strategy Planning Template and Implementation Continuum in Appendix C of *Board Leadership Development Strategy: Requirements Manual, 2010*, available at www.ontario.ca/eduleadership.

Effective Practice

Examples of approaches that boards may take to develop goals:

- Identify mentoring as a strategy to support the SMART goals outlined in their board improvement plan for student achievement (e.g., articulating and sharing a clear vision for closing student achievement gaps).
- Within the domains of the Ontario Leadership Framework (OLF), emphasize the five Core Leadership Capacities as a focus of capacity building among newly appointed school leaders through their participation in mentoring (e.g., Developing Expertise in Using Data: Gathering, Analysing, and Making Decisions).
- Develop a goal to establish and/or foster a collaborative mentoring culture within the board by making connections between a range of mentoring and/or coaching approaches within the board (e.g., teacher mentors work with principal mentors to apply collaborative skills when working with peers in a professional learning community).

3.4 Establishing Operational Parameters

In order to meet the requirements set out in this manual, the mentoring lead and/or steering committee will establish local operational parameters for mentoring, taking into account local circumstances such as geography, demographics, number of newly appointed school leaders, and the number of mentors available. The operational parameters will include the following:

- one-to-one and/or small-group mentoring and/or whole-group mentoring (It is recommended that a combination of mentoring models be considered to enhance mentoring networks.)
- the frequency and nature of contact between mentors and mentees (The board will set a minimum number of face-to-face contact hours – e.g., at least one form of contact per month.)
- mentoring interactions that will take place during and adjacent to district-scheduled administrator activities (e.g., monthly administrator meetings)
- provisions for supply coverage and travel costs for participants
- supports to allow participation at a distance (e.g., use of technology, web conferences)

3.5 Mentoring Lead and Board Leadership Development Strategy (BLDS) Steering Committee

The director of education or designate will identify a mentoring lead to serve as a member of the Board Leadership Development Strategy (BLDS) Steering Committee and to oversee the planning, implementation, and monitoring of mentoring. The board may choose to create a mentoring subcommittee to support the lead in identifying goals and developing the board's mentoring implementation plan. For more information, refer to the Board Leadership Development Strategy Planning Template and Implementation Continuum in Appendix C of *Board Leadership Development Strategy: Requirements Manual, 2010*, available at www.ontario.ca/eduleadership.

Effective Practice

In 2010–11 school boards are required to implement mentoring in the context of the board leadership development strategy (BLDS). There are many ways in which mentoring can enhance the BLDS – for example, communicating to aspiring leaders that mentoring is a key support that will be available to them as they enter the new leadership role. In addition, the board may invite mentees to speak with aspiring leaders about their experience and about ways in which the mentoring process has helped their transition to their role.

3.6 Recruiting and Selecting Mentors

A process for recruitment and selection of mentors that meets the unique needs of the board and its mentees will be established by the mentoring lead, in consultation with the steering committee. Clear selection criteria will increase the chances of recruiting the best possible mentors. The lead and/or steering committee will determine whether to recruit practising or retired school leaders, or both, as mentors.

The process also lays the foundation for the subsequent mentor/mentee matching process. The mentor *must not* be in a supervisory role in relation to the mentee. The mentor should be an experienced administrator, and the mentee should be able to confide in and not feel vulnerable to the mentor. It is important to note that all supervisors are expected to provide guidance as part of their supervisory role, ideally using the mentoring approaches outlined in section 2.3 for those they are responsible for supervising. Mentoring for newly appointed school leaders provides additional support that is non-evaluative for those beginning in the role.

Mentors should:

- be reflective, innovative, and forward-looking leaders who are focused on student achievement and well-being;
- be accessible and willing to serve as a continual resource for a minimum of one year and up to two years;
- be committed to gaining the specific skills through high-quality certified training in, for example, cognitive coaching, blended coaching, and mentor

training provided by the three principal associations, and through mentoring webcasts and web conferences also offered by the principal associations;

- have a minimum of three years' experience as a principal or vice-principal, where possible;
- be a role model for effective school leadership, demonstrating the practices and competencies outlined in the Ontario Leadership Framework;
- understand current education system priorities and initiatives;
- have experience working with adult learning styles;
- be compassionate, supportive individuals who are able to cultivate a learning environment;
- be able to communicate, to listen actively, and to provide constructive feedback;
- be skilled in problem solving, planning, and goal setting;
- be open to the views and feedback of others and be a lifelong learner.

3.7 Matching Mentors and Mentees

A process for matching mentors and mentees is a critical component of mentoring implementation. The mentor and mentee must be able to work together in a professional and collaborative manner that is based on trust, respect, and confidentiality and that is conducive to learning, ideally for a period of up to two years. The mentees should have the opportunity to provide input into the selection of their mentor. The matching process should include the use of a matching profile for mentors and mentees. This profile should include their school context (e.g., urban, rural, elementary, secondary), as well as their current knowledge, experience, strengths, and areas for growth based on the domains, practices, and competencies in the Ontario Leadership Framework. The profile information will enable the mentoring lead and/or steering committee to match the expertise of the mentor to the learning needs of the mentee.

3.8 Roles and Responsibilities of Mentors and Mentees

Mentoring is an iterative process and is modified to meet the changing needs of the newly appointed school leader. The following chart gives a short description of the roles of the mentor and mentee, outlines responsibilities, and provides the timelines and format for the mentoring process.

	Mentor	**Mentee**
Roles	Experienced principal or vice-principal (practising or retired) who: • is not a supervisor of the mentee • has been carefully selected based on criteria • has received high-quality training to prepare for the role	Newly appointed principal or vice-principal in his or her first and/or second year of practice. See section 3.2 for eligibility details.
Responsibilities	In the context of a learning plan, provide mentoring that focuses in a collaborative manner on both adaptive and technical aspects of the leadership role (e.g., transition to the role, building leadership practices, implementing key initiatives)	In the context of a learning plan, participate with the mentor in a collaborative manner to learn adaptive and technical aspects of the leadership role (e.g., transition to the role, building leadership practices, implementing key initiatives)
Timelines	Long-term, sustained, for a period of up to two years	Long-term, sustained, for a period of up to two years
Format	Work with mentees to provide structured, formal, and informal mentoring, through one-on-one, and/or group support, based on the learning needs of the mentee, The format may vary according to the learning needs of the mentee; mentoring may take place by e-mail, by telephone, and/or in person.	Work with the mentor to identify learning needs, and participate in various approaches to mentoring in order to meet those needs.

The director of education, mentoring lead, BLDS Steering Committee, mentors, and mentees each play a key role. The ministry's Leadership Development Branch and Field Services Branch regional offices, in partnership with the French-Language Education Policy and Programs Branch, Literacy and Numeracy Secretariat, Student Success/Learning to 18 Branch, Teaching Policy and Standards Branch, and others, will work together and with boards and stakeholders to ensure successful implementation of mentoring.

3.9 Initial and Ongoing Assessment of Mentee Learning Needs

Boards will develop a process for initial and ongoing assessment of mentee learning needs. Initial assessment will contribute to the matching of mentor and mentee, and ongoing assessments will provide focus to guide the mentoring process.

Effective Practice

- Use a preliminary needs assessment to inform the match between the mentor and mentee, based on the domains, practices, and competencies derived from the Ontario Leadership Framework (OLF).
- Mentors and mentees conduct an in-depth assessment of learning needs at the beginning of their mentoring relationship. They use this as a basis for developing the mentee's learning plan and identifying the focus of mentoring work (e.g., a focus on the five Core Leadership Capacities).
- Mentee learning needs are revisited on an ongoing basis during the two years of mentoring.

3.10 Joint Orientation

The board will ensure that mentees receive an orientation to mentoring that includes a discussion of the role of the mentor and what the mentee can expect of the mentor. Joint orientation of mentors and mentees is recommended. Orientation is a process that begins with the first meeting of the mentor and mentee and continues until both partners are clear about their expectations for the mentoring that will follow.

Establishing trust and confidentiality is a crucial first step that can begin during orientation. First meetings can take place one-to-one or, where possible, can be arranged in a small-group setting of mentors and mentees, or they can be a combination of both. Small-group collaboration can enrich the conversation and promote the establishment of a learning network beyond individual mentor and mentee pairs. The orientation process launches the mentor and mentee partnership and provides the foundation for a program of ongoing professional learning.

3.11 Mentor Training

Preparing mentors for their role is a foundational factor for mentoring success. Mentors require high-quality, specific training (e.g., certified, accredited training) and *must* have particular skills to be effective (e.g., listening and coaching skills). Boards will provide resources and training by certified trainers to mentors before mentoring begins, and as necessary on an ongoing basis. Mentor training should be combined with training for others involved in mentoring/coaching in the board (e.g., teacher mentors, literacy coaches, Student Success leader mentors, peer mentors/coaches). Mentor training may include the following areas of focus:

- mentoring, goals, and implementation parameters within the context of the board leadership development strategy
- expectations of mentors regarding their participation and their work with mentees
- relationship building, collaboration, and teamwork as an initial focus of mentoring
- the mentoring relationship and ways in which coaching is part of mentoring
- mentoring and coaching skills (Boards may provide more in-depth mentor training and/or have mentors participate in programs offered by OPC, CPCO, and/or ADFO.)
- development of an in-depth understanding of the board improvement plan for student achievement and the role of the newly appointed school leader in implementing key priorities
- guidance for mentees on identifying their learning needs and developing their learning plans, taking into account board goals for mentoring and the Ontario Leadership Framework

Use of technologies such as collaboration software, podcasts, and web-conferencing software is an effective way for boards to share information or engage in training and for mentors and mentees to connect from a distance.

3.12 Ongoing Professional Learning and Resources

Ongoing professional learning opportunities that reflect current research and school, board, and provincial priorities should be offered to individual mentors and mentees and to mentor/mentee teams. The professional learning should be designed to enhance both the mentee's growth and development as well as the mentor's learning experience.

Effective Practice

- Mentors and mentees attend professional learning opportunities as teams and use the knowledge gained as a catalyst for goal setting and growth.
- Mentor/mentee face-to-face time is scheduled adjacent to the workshop/presentation to promote and facilitate dialogue regarding knowledge acquired, school leadership implications, and next steps.
- Professional learning is offered for mentors and mentees individually, in teams, and/or within a mixed group of mentors and mentees.

3.13 Supporting Mentee Learning Plans

School boards *must* require that mentors and mentees develop a learning plan and use it to focus the mentoring interactions and growth and development of the mentee. Early in the process, the mentor and mentee will develop the learning plan to guide the mentoring process. The learning plan will reflect the learning needs of the mentee, which are identified through the learning assessment and will become the focus of work for the mentor and mentee. The mentor and mentee will review the plan on a regular basis to determine progress and to identify any changes in the learning needs and interests of the mentee.

All principals and vice-principals are required to develop an Annual Growth Plan (AGP) each year as part of the Principal/Vice-Principal Performance Appraisal (PPA) process. The Annual Growth Plan provides a vehicle for planning the principal/vice-principal's learning during the first year, during the appraisal year, and in the intervening years between appraisals. This plan and the mentee learning plan complement each other and are mutually supportive. Mentees are encouraged to use the strategies/supports and target dates identified in their Annual Growth Plan as a basis for informing their Mentee Learning Plan.

In Appendix A, a Sample Mentee Learning Plan Template is provided. The template includes the information from the mentee's Annual Growth Plan as well as the additional Mentee Learning Plan section, which is confidential between the mentor and mentee and is specific to the mentee learning plan process.

3.14 Exit Process

The board will establish an exit process for re-matching the mentee with another mentor, if the original match is unsuccessful. Re-matching will be done in a way that protects the integrity of the individuals involved. The exit process will be made clear to all mentors and mentees during orientation. In cases where the mentor and mentee agree that two full years of mentoring is not required, the board has the discretion to discontinue support before the two-year period is complete.

3.15 Monitoring and Evaluation

The board is responsible for monitoring and evaluating the mentoring process on an ongoing basis to determine whether mentoring is meeting the needs of newly appointed principals and vice-principals and whether mentoring is enabling the board to achieve its goals. The board can then identify barriers and issues and take quick action to address challenges and make adjustments as needed. The results of the monitoring and evaluation may be used to inform the reports the board is required to submit to the ministry. The ministry may also evaluate – or engage external evaluators to assess – the impact of the program and experience on mentors, mentees, and the mentoring lead.

The ministry will continue to monitor the provincial implementation of mentoring to ensure that boards are meeting the minimum requirements outlined in section 3 of this manual. Program monitoring in 2010–11 will include a greater focus on the board's provision of high-quality mentor training and the use of a shared learning plan to guide the mentoring process (see sections 3.11 and 3.13).

4 *Responsibilities, Eligible Expenses, and Reporting*

4.1 Responsibilities

The following chart provides an overview of specific roles and reporting responsibilities.

✓ – final approval (required)
X – consultation and development
M – mentee
MR – mentor
SC – steering committee
ML – mentoring lead
SO – designated BLDS superintendent
DE – director of education

	School		Board			
Activity/Report	M	MR	SC	ML	SO	DE
Identification of the mentoring lead as a member of the Board Leadership Development Strategy (BLDS) Steering Committee			X		X	✓
Identification of goals for mentoring and development of implementation parameters			X	X	X	✓
Recruitment and selection of mentors		X	X	X	X	
Mentor/mentee matching	X	X	X	X	X	
Initial and ongoing assessment of mentee needs	X	X		X	X	
Orientation of mentees			X	X	X	
Mentor training		X	X	X	X	
Ongoing professional learning and resources	X	X	X	X	X	X
Requirement of and support for Mentee Learning Plans	✓	X		X	X	
Provision of an exit process			X	X	X	
Monitoring and evaluation	X	X	X	X	X	X

(continued)

	School		Board			
Activity/Report	M	MR	SC	ML	SO	DE
Completion and submission to the ministry of the first Board Leadership Development Strategy Planning Template and Implementation Continuum, including the Mentoring Implementation Continuum (Section 9 of Appendix C of the BLDS* document) and other identified sections relevant to mentoring (October 29, 2010)			X	X	X	✓
Completion and submission to the ministry of the final Board Leadership Development Strategy Planning Template and Implementation Continuum, including identified sections relevant to mentoring (July 8, 2011)			X	X	X	✓

**Board Leadership Development Strategy: Requirements Manual, 2010*

4.2 Eligible Expenses

Eligible expenditures include the following:

- implementation planning and goal setting for mentoring (e.g., participation in training; purchase of books or other resources; seeking of consulting services from the Ontario Principals' Council, the Catholic Principals' Council of Ontario, and the Association des directions et directions adjointes des écoles franco-ontariennes).
- training and preparation of mentors (e.g., training provided by the board, training provided by an external professional organization, training provided by bringing an external expert into the board)
- orientation of mentees provided by the board or by an external professional organization
- purchase and/or development of resources (e.g., development of a board resource, purchase of external resources)
- supply coverage to participate in mentoring and to attend training and/or board workshops
- costs incurred by mentors and mentees, including travel and accommodation, in accordance with the Ontario Management Board of Cabinet Travel, Meal, and Hospitality Expense Directive
- program coordination and planning
- costs associated with monitoring and evaluation

Ineligible expenses include the following:

- capital expenditures (e.g., furniture, equipment)
- cost of staff/support staff not related to mentoring (e.g., educational assistants, school office administrative support staff)
- resources for students (e.g., textbooks, classroom materials)

Provisions for unused funds will be determined at the end of each year.

4.3 Reporting Requirements

Boards are responsible for reporting at two points in the year for 2010–11 – October 2010 and July 2011. These reports are submitted as part of the reporting requirements for the board leadership development strategy (BLDS). For more information, refer to the Board Leadership Development Strategy Planning Template and Implementation Continuum in Appendix C of *Board Leadership Development Strategy: Requirements Manual, 2010*, available at www.ontario.ca/eduleadership.

First Report – October 29, 2010

The first report will focus on mentoring-related elements of the BLDS planning template, including the Mentoring Goal (Section 4, Part 4a), Detailed Accounting Statement (Section 5, Part 5a), Plans for Training in 2010–11 (Section 6, Part 6a), and Mentoring for Newly Appointed School Leaders Implementation Continuum (Section 9).

Final Report – July 8, 2011

The final report will focus on the Mentoring Goal (Section 4, Part 4b), Detailed Accounting Statement (Section 5, Part 5b), and Mentoring Training in 2010–11 (Section 6, Part 6b).

Appendices

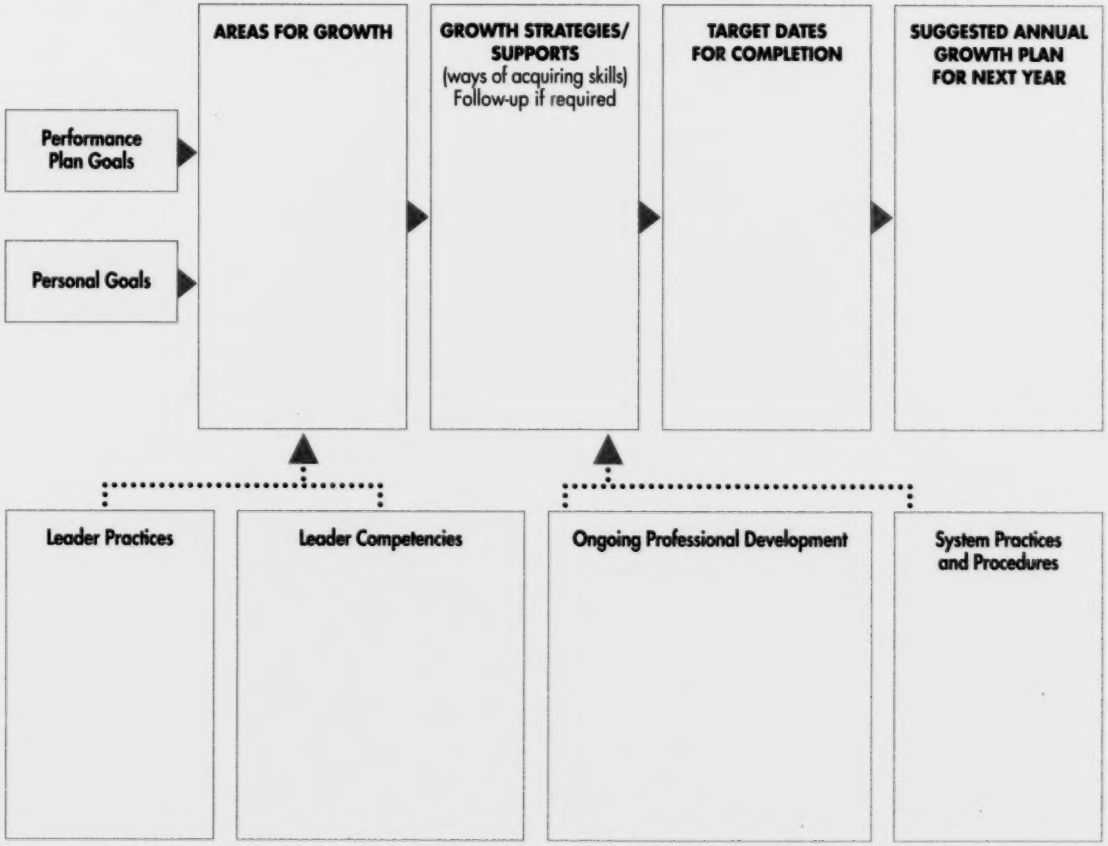
5

Appendix

A SAMPLE MENTEE LEARNING PLAN TEMPLATE

This template is derived from the PPA Annual Growth Plan template and can be used in the mentoring context. In the context of mentoring, the plan remains confidential between the mentor and the mentee.

Annual Growth Plan Working Template


AREAS FOR GROWTH
GROWTH STRATEGIES/ SUPPORTS (ways of acquiring skills) Follow-up if required
TARGET DATES FOR COMPLETION
SUGGESTED ANNUAL GROWTH PLAN FOR NEXT YEAR
Performance Plan Goals
Personal Goals
Leader Practices
Leader Competencies
Ongoing Professional Development
System Practices and Procedures

Mentee Learning Plan Template

Specific Focus Areas of Growth (Learning Goals) for Mentoring *(these do not need to be shared with supervisor)*

Mentee: _____ **Mentor:** _____

Date(s) developed: _____

Contact consideration: _____

Meeting frequency: _____

Email/phone/web-conferencing software: _____

_____

_____

Meeting location: _____

Technical goal: _____

Adaptive goal: _____

Growth Strategies as a Focus of Mentoring	Dates and Timelines

Resources

SAMPLE MENTEE LEARNING PLAN: ALIGNING RESOURCES

This template is derived from the PPA Annual Growth Plan template and can be used in the mentoring context. In the context of mentoring, the plan remains confidential between the mentor and the mentee.

Annual Growth Plan

Performance Plan Goals

Personal Goals

AREAS FOR GROWTH

- Gain an understanding of different ways in which to delineate budget priorities
- Explore program areas requiring financial support
- Work collaboratively with staff and school council to facilitate alignment of resources
- Align budget requests with school/board/provincial priorities

GROWTH STRATEGIES/ SUPPORTS
(ways of acquiring skills)
Follow-up if required

- Attend board-sponsored workshops
- Work with senior management staff and experienced school leaders to gain a better understanding of budgets and budgeting
- Work with mentor to get tips and strategies on ways to align budget requests with school/board/ provincial priorities

TARGET DATES FOR COMPLETION

- Fall
- Winter
- Ongoing, regular intervals

SUGGESTED ANNUAL GROWTH PLAN FOR NEXT YEAR

Leader Practices

- *Leading the instructional program* – Ensures that learning is at the centre of planning and resource management
- *Securing accountability* – Supports the school council so it can participate actively and authentically in its advisory role

Leader Competencies

- *Skills* – Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school
- *Knowledge* – Understanding of accountability frameworks, including self-evaluation
- *Attitudes* – Commitment to individual, team, and whole-school accountability for student outcomes

Ongoing Professional Development

- *Learning networks*
  - Board-sponsored workshops
  - Networking with senior management, supervisory officers, and colleagues
  - School Councils in Ontario Schools Conference, 2010
- *Mentoring*

System Practices and Procedures

- *Parent and community supports* – The board provides training for school council chairs

Mentee Learning Plan

Specific Focus Areas of Growth (Learning Goals) for Mentoring *(these do not need to be shared with supervisor)*

Mentee: Mr. Peters **Mentor:** Ms. Leblanc

Date(s) developed: 2010–08–19

Contact consideration: Out of office

Meeting frequency: Last Tuesday of every month

Email/phone/web-conferencing software: Email back and forth on an as-needed basis for quick information; telephone call as needed and also during the 3rd week of the month to give updates and to confirm upcoming meeting location and area of focus

Meeting location: YMCA meeting room

Aligning Resources

Technical goal: Learn budget requirements and develop technical skills to manage school and school council budgets

Adaptive goal: Develop skills of allocating funds to school priorities through a collaborative process, observing budget constraints.

Growth Strategies as a Focus of Mentoring	Dates and Timelines
1. Participate in board-sponsored workshop "Financial Management for New School and System Leaders"	September 2010
2. Mentor to participate in school budget meeting at mentee's school to observe process of decision making and alignment with board priorities, and provide feedback and suggestions	September 2010
3. Work with mentor and financial services staff on school budget, consulting with school council on budget for outreach money	October 2010
4. Facilitate budget-planning meeting with staff advisory council – plan and discuss with mentor. Review school and district priorities and the school improvement plan to inform the process	October 2010
5. Facilitate budget-planning meeting with school council – plan and discuss with mentor	October 2010

Resources

- Ontario Leadership Framework; board improvement plan for student achievement; school improvement plan
- Board financial handbook for principals
- BAS 2000 software (software used to manage school and board budgets)

Appendix

B Mentoring for Newly Appointed School Leaders Implementation Continuum

Indicators	Implementation	Building Capacity	Sustaining Capacity
1. Role of Mentoring Lead The mentoring lead is identified by the director of education and informed of his or her role and responsibilities as a member of the Board Leadership Development Strategy (BLDS) Steering Committee. The actions of the lead are supported by the BLDS Steering Committee. The roles of the BLDS lead and the mentoring lead can be fulfilled by the same person.	The lead: • receives certified mentor training (required) • acquires a comprehensive understanding of how the Ontario Leadership Framework (OLF) supports mentoring • ensures that the board meets all requirements set out in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* • facilitates mentoring relationships within the board and serves as liaison between mentors and mentees • provides the necessary supports to mentors and mentees (e.g., resources, examples of learning plan templates) • makes connections between mentoring and the BLDS	The lead: • ensures that the mentoring requirements are met through the monitoring process and revised as needed to best meet local needs and circumstances, and are in accordance with *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* • provides ongoing support to mentees and mentors • connects with leads in other boards to share effective practices and learn together about improving mentoring • strengthens connections between mentoring and the BLDS • makes connections between mentoring for newly appointed school leaders and other mentoring or coaching activities in the school board (e.g., New Teacher Induction Program, Student Success)	The lead: • makes enhancements to mentoring on the basis of monitoring and evaluation results and in accordance with provincial requirements set out in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* • provides continuous support to mentees and mentors, addressing specific needs as they arise • enhances connections with leads in other boards in order to share effective practices and learn together about improving mentoring • takes a system perspective on ongoing implementation and on the alignment of mentoring with other board and ministry initiatives • embeds mentoring as an integral component of the BLDS • makes sure that connections between mentoring for newly appointed school leaders and other mentoring/coaching activities in the school board (e.g., New Teacher Induction Program, Student Success) are established and refined as appropriate

Indicators	Implementation	Building Capacity	Sustaining Capacity
2. Identification of Mentoring Goals Mentoring is a key support for newly appointed school leaders and helps to attract the right people to the role. One clearly articulated mentoring goal that links with board improvement goals is developed for the board leadership development strategy (BLDS). For more information, refer to *Board Leadership Development Strategy: Requirements Manual, 2010*, including the Board Leadership Development Strategy Planning Template and Implementation Continuum, available at www.ontario.ca/eduleadership.	The lead: • identifies and communicates board mentoring goals that are specifically linked with the board strategic plan and the board improvement plan for student achievement	The lead: • monitors and evaluates the extent to which mentoring goals are being met and continue to meet the requirements of the board strategic plan and the board improvement plan for student achievement • refines board mentoring goals, based on monitoring and evaluation results • enhances orientation and preparation of mentors and mentees by communicating linkages between mentoring, the BLDS, and ministry initiatives that are critical to the development of newly appointed school leaders	The lead: • establishes standard procedures for monitoring and evaluating the extent to which mentoring goals are being met and continue to meet the requirements of the board strategic plan and the board improvement plan for student achievement • refines board mentoring goals, based on monitoring and evaluation results, on a continuous basis • includes a standard practice of communicating linkages between mentoring, the BLDS, and ministry initiatives that are critical to the development of newly appointed school leaders, as part of the orientation and preparation of mentors and mentees

Mentoring for Newly Appointed School Leaders Implementation Continuum *(continued)*

Indicators	Implementation	Building Capacity	Sustaining Capacity
3. Establishing Operational Parameters Operational parameters must be established that support mentoring and meet provincial requirements set out in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010.* Parameters include: – identification of the frequency and nature of contact between mentors and mentees – scheduling and facilitation of mentoring interactions that will take place during and adjacent to district-scheduled administrator activities – provision of supports to allow participation at a distance (e.g., use of technology, web conferences)	The lead: • establishes the local operational parameters for mentoring, taking into account local circumstances, such as geography, demographics, number of newly appointed school leaders, and the number of mentors available • ensures that a minimum number of face-to-face contact hours is established and communicated to all participants • establishes and communicates guidelines for supply coverage and travel costs for mentors and mentees	The lead: • monitors and evaluates the extent to which the operational parameters outlined in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010* are being met • reviews and refines operational parameters	The lead: • refines board operational parameters on a continuous basis, using results from monitoring and evaluation, as outlined in *Mentoring for Newly Appointed School Leaders: Requirements Manual, 2010*

Indicators	Implementation	Building Capacity	Sustaining Capacity
4. Recruiting/Selecting Mentors A clear selection process must be used that includes criteria for recruiting effective mentors. The mentor must not be in a supervisory role in relation to the mentee. Practising or retired school leaders may serve as mentors. Mentors should be reflective, innovative leaders with a minimum of three years' experience as a principal or vice-principal. Mentors should have experience working with different adult learning styles, and demonstrate the potential to learn the necessary skills and strategies for mentoring.	The lead: • establishes criteria and a clear process for the recruitment and selection of mentors who meet the needs of the board and its mentees	The lead: • refines the recruitment and selection process, taking into account feedback from mentors and mentees • assesses the effectiveness of mentors on the basis of monitoring and evaluation results	The lead: • develops a process for ongoing recruitment and selection of mentors, and annually reviews and improves the selection process to best meet the needs of mentees and to encourage experienced administrators to become mentors
5. Matching Mentors and Mentees A process must be developed for matching mentors with mentees. Mentees should be consulted on the choice of mentor. Ideally the match will continue for a period of up to two years. The expertise of the mentor should be matched to the learning needs of the mentee. Mentors complete a "matching form" outlining their knowledge and experience relating to the domains of the Ontario Leadership Framework (OLF).	The lead: • establishes and puts in place an organized and timely process for matching mentors with newly appointed principals and vice-principals • identifies tools to facilitate the matching process (e.g., self-assessment tools, mentor/mentee profiles) • facilitates the matching process, considering input from the mentees and mentors and the individual needs of mentees (e.g., invites mentors/mentees to identify their strengths and needs) and using the OLF as a resource	The lead: • reviews and revises the matching process and tools in response to feedback from mentors and mentees	The lead: • reviews and revises the matching process and tools used to assess the needs of mentees and mentors • makes adjustments as needed to address changes in learning needs of mentees and overall requirements of the board

Mentoring for Newly Appointed School Leaders Implementation Continuum *(continued)*

Indicators	Implementation	Building Capacity	Sustaining Capacity
6. Roles and Responsibilities of Mentors and Mentees Mentoring is an iterative process and is modified to meet the changing needs of the newly appointed school leader. The mentor is responsible for providing mentoring that focuses on both adaptive and technical aspects of the leadership role. The mentee is responsible for participating with the mentor in a collaborative manner to learn adaptive and technical aspects of the leadership role.	Mentors and mentees: • have a clear understanding of their roles and the expectations of mentoring within the board • demonstrate an understanding of effective leadership practices and competencies, as outlined in the Ontario Leadership Framework (OLF) • identify areas of focus for the first year of mentoring through the use of a learning plan (The mentee may begin with a focus on technical aspects of the leadership role through his or her interaction with the mentor.) • demonstrate knowledge of various mentoring approaches learned from each other through their interactions and relationship building Mentors: • understand a variety of mentoring approaches and ways of applying them in various circumstances • reflect on their own practices as a school leader to help inform the mentoring process	Mentors and mentees: • refine their focus of mentoring, considering both the adaptive and technical aspects of the leadership role (e.g., the transition to the role, development of leadership practices, implementation of key initiatives) • continue to document learning goals and progress through the use of a learning plan • adopt new practices and competencies from the OLF as they progress through the mentoring relationship	Mentors and mentees: • commit to a long-term, sustained mentoring process (for a period of up to two years) that uses a range of mentoring approaches • review and refine their focus on practices and competencies outlined in the OLF through participation in mentoring • provide ongoing feedback to enhance mentoring implementation as part of the board's monitoring and evaluation strategy

Indicators	Implementation	Building Capacity	Sustaining Capacity
7. Initial and Ongoing Assessment of Mentee Learning Needs Boards support mentees in assessing their learning needs. Learning assessment guides the work of the mentor and mentee. A needs assessment tool is used to facilitate a match between mentor and mentee. In-depth learning assessments are used to focus ongoing mentoring work. Learning needs are reassessed on an ongoing basis.	The lead: • establishes a process and identifies and shares tools that can be used to assess mentee learning needs and guide the mentoring process (e.g., uses a preliminary learning assessment to arrive at a good mentor/mentee match; uses in-depth learning assessments after mentoring begins) Mentors: • work with mentees to identify needs and interests	The lead: • monitors activity to ensure that ongoing assessments are being used to guide the mentoring process Mentors: • work with mentees to assess learning needs on an ongoing basis and revise the focus based on shifting needs and interests	The lead: • continues to seek out effective learning needs assessment tools and to build these into the mentoring process • revisits the learning needs assessment tools and timelines, as needed, to best guide the mentoring process • continues to monitor activity to ensure that ongoing assessments are being used to guide the mentoring process Mentors: • work with mentees to assess learning needs on an ongoing basis, and revise and refine the focus based on shifting needs and interests • provide ongoing feedback to the mentoring lead about the effectiveness of the learning needs assessment tools and the implementation process
8. Joint Orientation Mentoring expectations (role of the mentor and what the mentee can expect of the mentor) are clearly communicated to mentor and mentee. Orientation provides a foundation for ongoing professional learning (e.g., building trust and maintaining confidentiality; using the learning plan, the Ontario Leadership Framework, and the exit process).	The lead: • develops and provides an orientation process for mentees and mentors, and acquires and distributes required resources	The lead: • monitors the effectiveness of the orientation process by seeking feedback from mentors and mentees • annually reviews and revises the orientation process for mentees and mentors based on monitoring and evaluation results	The lead: • continues to monitor the effectiveness of mentee and mentor orientation • continually refines the orientation process in order to best meet the needs of mentees and mentors based on monitoring and evaluation results

Mentoring for Newly Appointed School Leaders Implementation Continuum *(continued)*

Indicators	Implementation	Building Capacity	Sustaining Capacity
9. Training of Mentors Every mentor *must* have high-quality, specific training (e.g., certified, accredited training) before mentoring begins, and on an ongoing basis, as necessary, to refine and upgrade skills. Training is provided by *certified* internal (board) trainers or offered by external trainers through the principal associations and other providers.	The lead: • must ensure that every mentor receives certified training that focuses on the mentoring approaches (e.g., coaching, mentoring, consulting, facilitating, collaborating) and that is offered through the principal associations or other providers	The lead: • coordinates certified training (offered by principal associations or other providers) to experienced mentors to refine and update their skills • provides or arranges for training that focuses on the specific and changing needs of mentees • aligns training with other mentoring initiatives within the board (e.g., New Teacher Induction Program [NTIP], Student Success)	The lead: • monitors the effectiveness of training on an ongoing basis • assesses and adapts training to meet the specific needs of new and experienced mentors, based on monitoring and evaluation results • promotes and facilitates joint training for mentoring across the board in collaboration with NTIP, Student Success, and Leading Student Achievement • develops a succession plan for identifying and training new mentors
10. Ongoing Professional Learning (PL) and Resources Mentors, mentees, and the board's mentoring lead engage in ongoing professional learning opportunities related to mentoring that reflect current research and school, board, and provincial priorities. Professional learning for both mentors and mentees enhances the mentee's growth and development, as well as the mentor's learning experience.	The lead: • arranges ongoing PL for mentees and mentors that is current and based on research and that reflects school, board, and provincial initiatives and priorities that are specific to the needs of mentors and mentees • provides supports and resources to mentors and mentees on an ongoing basis in order to enhance the mentee's growth and development, as well as the mentor's learning experience • participates in professional learning on an ongoing basis	The lead: • promotes ongoing PL (e.g., on emotional intelligence, conflict resolution, teacher performance appraisal); coordinates PL for mentees and mentors that is current and based on research, that reflects school, board, and provincial initiatives and priorities, and that focuses on the changing needs of mentees and mentors (e.g., in their first and second years) • refines supports and resources provided to mentors and mentees on an ongoing basis in order to enhance the mentee's growth and development, as well as the mentor's learning experience	The lead: • monitors and modifies PL for mentees and mentors that is current and based on research and that reflects school, board, and provincial initiatives and priorities • assesses the effectiveness of PL and resources through monitoring and evaluation data, and either adapts existing resources or provides new resources based on feedback from mentors/mentees • aligns PL and mentoring resources with other mentoring initiatives within the board (e.g., New Teacher Induction Program, Student Success)

Indicators	Implementation	Building Capacity	Sustaining Capacity
11. Supporting Mentee Learning Plans Every mentor and mentee *must* use a learning plan to guide the mentoring process. The learning plan: – is one of the first things the mentor and mentee do to guide the mentoring process – is used to focus mentoring interactions and the growth and development of the mentee – reflects the learning needs of the mentee identified through the learning assessment – is reviewed on a regular basis to determine progress and identify changes in the learning needs and interests of the mentee	The lead: • identifies the roles and responsibilities of mentors and mentees in developing and using a learning plan • explains the purpose and benefits of using the learning plan to mentees and mentors • provides mentees and mentors with the ministry or board-developed learning plan templates • monitors mentoring activity to ensure that the learning plan is being used Mentees and mentors: • use the ministry or board-developed learning plan to guide and monitor growth and achievement of identified goals in order to ensure that mentees' learning needs are being met	The lead: • reinforces the importance and value of documenting progress towards achieving mentees' goals in the learning plan Mentees and mentors: • use the ministry or board-developed learning plan template in order to sharpen their focus, to guide and monitor growth and progress in achieving identified goals, and to ensure that mentees' learning needs are being met • review the learning plan to identify changes in the learning needs and interests of the mentee	The lead: • assesses the use and effectiveness of the learning plan, and makes modifications (either to the learning plan itself or by providing additional support to mentors/mentees) based on feedback provided through monitoring and evaluation results Mentees and mentors: • refer continually to the learning plan and make changes as needed to ensure that mentees' learning needs are being met and that professional growth and development goals are being achieved
12. Exit Process The exit process must be established by the board and clearly communicated to mentors and mentees.	The lead: • establishes and clearly communicates the exit process to mentors and mentees • provides necessary supports to facilitate the exit process and to include re-matching, if required	The lead: • monitors the exit process • reviews the matching process, if necessary • revises the exit process, if necessary • communicates changes to mentors and mentees	The lead: • reviews the exit process annually and modifies it as needed to ensure efficacy, based on feedback provided through monitoring and evaluation results • updates the exit process • communicates and monitors changes to mentors and mentees

Mentoring for Newly Appointed School Leaders Implementation Continuum *(continued)*

Indicators	Implementation	Building Capacity	Sustaining Capacity
13. Monitoring and Evaluation Monitoring and evaluation occurs on an ongoing basis to determine if mentoring is meeting mentors' and mentees' needs and achieving the intended goals. Barriers and issues may be identified, and action to address challenges may be taken by the board. Results of monitoring may be used to inform the reports the board is required to submit to the ministry.	The lead: • conducts a needs assessment to determine strengths and areas of need • develops a strategy for monitoring and evaluating success and possible areas for improvement in mentoring • identifies and coordinates the development of a variety of methods and tools (e.g., an end-of-year survey) to gather information to assess the board's mentoring program and its impact on mentors and mentees • establishes indicators of successful implementation of mentoring, achievement of the board's mentoring goals, and the effectiveness of the board's mentoring policies • communicates the board's monitoring and evaluation strategy based on the board's mentoring goals	The lead: • conducts data collection activities, reviews results, and modifies relevant components of mentoring based on results • takes an active role in finding solutions to barriers or issues that may arise • communicates results of the monitoring and evaluation of the mentoring program to mentors and mentees	The lead: • continues to conduct data collection activities, reviews results, identifies successes and challenges, and modifies relevant components of mentoring based on results • reviews data collection methods to ensure effectiveness and efficiency in obtaining the feedback necessary for making improvements in mentoring and for adjusting goals, when required • addresses barriers and issues in order to maintain a high-quality mentoring program

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